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ABSTRACT

Emphasizing that media skills are an integral part of the school curriculum, this product provides a guideline for the planning and implementation of media skills in the middle school. A number of activities are outlined for reinforcing the following objectives: media center orientation (coordinatd by media specialists to be carried on throughout the year), understanding the organization of the media center, selection of resources, utilization of resources, production of media materials (pictures, graphs, tape recordings, photographs, films, etc.), and evaluation. The activities are designed for use in small groups and may be done in the classroom as well as in the media center. Definitions of terms and an instructor's checklist for grades six, seven, and eight are also provided. (DS)

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ED169042

Middle School

MEDIA CURRICULUM

for teachers and media specialists

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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FOREWORD

Involvement of both teachers and media specialists has resulted in the media curriculum presented here. Two groups at both the elementary and middle school levels worked on this project. Phase I in the summer of 1978 concentrating on establishment of the rationale and continuum. Phase II was begun in September with the concentration on identification of resources, cooperative development of media skills teaching and methods of assessment.

The importance of classroom teacher input in this curricular quideline is emphasized by the number of teachers who were involved. This was done not only to assure recognition of the teacher role, but in an effort to avoid duplication or at least recognize media skills instruction in other areas of the curriculum.

Members of the Media Curriculum Revision Committee have been:

PHASE I

Elementary	Middle School
Nancy Bickford, Lansing, 5th Grade	Pat Diener, South, Language Arts
Betsy Lamb, Elkhart, 4th Grade	Pat Henke, Aurora Hills, English
Suzanne Richards, Sable, 2nd Grade	Linda Witulski, North, Math
Pam Butterworth, Va. Court/Clyde Miller, Media	Andee Antico, Aurora Hills, Media
Gerry Eddy, Yale/Paris, Media	Vickie Horken, North, Media
Ava Rosenfeld, Sable/Altura, Media	Susanna Orzech, Mrachek, Media
Connie Trone, Crawford/Sixth Avenue, Media	

PHASE II

Elementary	Middle School
Kay LaFontise, Lansing, 1st Grade	Lindy Akers, East, Reading
Betsy Lamb, Elkhart, 4th Grade	Sarla DeGarmo, Mrachek, Math
Rosie Pleis, Dartmouth, 4th Grade	Pat Diener, South, Language Arts
Jeanette Wilkins, Jewell, 5th Grade	Betty Lutz, Aurora Hills, Language Arts
Bonnie Wolvin, Jewell, 2nd Grade	Sharon Willsea, West, Social Studies
Pam Butterworth, Va. Court/Clyde Miller, Media	Andee Antico, Aurora Hills, Media

Assisting with the work of the committee were: Dr. William Carder, Director of Curriculum; James Hamilton, Language Arts Consultant, and Bill Murray, Director of Media Services.

AURORA PUBLIC SCHOOLS

Media Curriculum Revision Committee

Middle School Task Force

Media skills are an integral part of the school curriculum. The intent of this work is to provide a guideline for the planning and implementation of media skills.

The responsibility for teaching these skills is a joint venture of classroom teachers and media specialists.

The integration of media skills with actual curriculum being taught at a particular time is most advantageous. Choosing a variety of activities and materials will reinforce the following objectives:

I. Orientation
II. Organization of Media Center
III. Selection of Resources
IV. Utilization of Resources
V. Production
VI. Evaluation

Many of these objectives can best be implemented through small groups and/or individualized activities and may be done in the classroom as well as in the Media Center.

MIDDLE SCHOOL
MEDIA SKILLS OBJECTIVE

AURORA PUBLIC SCHOOLS

Goals & Objectives — Level 6-8

I. ORIENTATION (COORDINATED BY MEDIA SPECIALISTS TO BE CARRIED ON THROUGHOUT THE YEAR).

- A. Name media center personnel
- B. Observe media center rules
- C. Handle books and materials properly
- D. Identify kinds of media (at ability level)
- E. Be aware of and appreciate resources
- F. Identify AV storage area
- G. Know media center terminology (see appendix)

II. UNDERSTANDING THE ORGANIZATION OF THE MEDIA CENTER

- A. Locate fiction, paperbacks, and major categories of non-fiction books (encyclopedias and dictionaries) — 6
- B. Locate indexes, atlases, almanacs, newspapers, magazines, and other reference materials such as vertical files — 6
- C. Locate these guides; i.e., Readers Guide, Subject Guide to Children's Literature, National Geographic Index, etc. — 6
- D. Locate AV materials and equipment — 6
- E. Locate specialized reference materials related to specific subject areas or courses — 7-8

III. SELECTION OF RESOURCES.

- A. Select the appropriate materials for a specific topic (ex., pyramids, koala bears, dinosaurs, etc.) — 6
- B. Select correct type of index for a specific purpose (ex., National Geographic Index, Granger's Poetry Index, etc.) — 7-8
- C. Select suitable biographical sources (ex., Who's Who, Webster's Biographical Dictionary, etc.) — 7-8
- D. Select sources for short, factual articles (ex., almanacs, Guiness Book of Records, Famous First Facts, etc.) — 6
- E. Select sources for identification of quotations (ex., Barlett's, Home Treasury of Quotations, etc.) — 7-8
- F. Select most appropriate reference books. Reference books vary in reading level, date of publication, organization, etc. — 6-8
- G. Select materials appropriate to student's reading level, interest and purpose — 6-8
- H. Use table of contents and index to select appropriate book to be sure desired information is included — 6
- I. Use card catalog to select books and AV materials by call number — 6
- J. Select appropriate AV equipment — 6
- K. Select appropriate magazines using Reader's Guide — 6-8

IV. UTILIZATION OF RESOURCES

- A. Reinforce objectives — 6
  1. Use of AV equipment
  2. Parts of a book
  3. Alphabetical order and number sequence skills
  4. Use of card catalog
  5. Use of Dewey Decimal System
- B. More intensive use of card catalog
  1. Understand the use of the three types of catalog cards — 6
  2. Identify and use the basic information on a catalog card — 6
  3. Use cross-references — 7-8
  4. Alphabetize titles to the end of words — 6-8
  5. Distinguish between word-by-word and letter-by-letter alphabetizing — 6-8
- C. Use varied materials to find specific information:
  1. Encyclopedia — 6
  2. Atlas — 6-7
  3. Almanac — 6-7
  4. Dictionary — 6-8
  5. Thesaurus — 6-8
  6. Telephone Directory — 6-8
  7. Newspaper — 6-8
  8. Magazine — 6-8
  9. Biographies — 6-8
  10. Vertical File — 6-8
- D. Compile a bibliography — 6-8

V. PRODUCTION — 6-8

Experience various types of media production.

VI. Evaluation — 6-8

Assess media skills learned through the year

MIDDLE SCHOOL MEDIA SKILLS OBJECTIVE	LEVEL	PRIME AREA (Activity/Materials)	SUPPORT AREAS (Activity/Materials	MATERIALS
I. ORIENTATION (COORDINATED BY MEDIA SPECIALISTS TO BE CARRIED ON THROUGHOUT THE YEAR).	6-8	Media Center (Activities apply to all I. objectives)		(RC)-Film 1392 "Adventures in Media Center"
		In-house production of materials		
A. Name media center personnel B. Observe media center rules C. Handle books and materials properly D. Identify kinds of media (at ability level) E. Be aware of and appreciate resources F. Identify AV storage area		Suggestions/Possibilities a. Slide tape show b. Audio tape (headsets) c. VTR d. Transparencies		Script-mc box (RC)-Kit 392-filmstrip, script--How Does a Picture Mean
		"Trip around Media Center"		Copy in mc box
		Hands-on approach to hardware experience (ex., groups rotate through each machine station)		
		Explanation of check out and return procedures		
		Location of special section (magazines, references, easy-to-read books, etc.)		
		Maps of media center (teacher or student made)	Social Studies - map skills	
		Packet to inform or tape tour for new students and teachers to the building	Language Arts - devise the packet	
		Book Teasers	Any subject area: i.e. Science-Science fiction books Time Life, Julie and the Wolves Social Studies-Historical fiction Math-Wrinkle in Time, puzzle books, Encyclopedia Brown	

MIDDLE SCHOOL MEDIA SKILLS OBJECTIVE	LEVEL	PRIME AREA (Activity/Materials)	SUPPORT AREAS (Activity/Materials	MATERIALS
I. ORIENTATION (cont.)		Bibliographies for teachers and students		
		Mini-visit to each classroom (reminder of library rules, book teasers, book discussions)	Any subject area.	
		"Read Ins"		
		Storytelling		
		Open house for new books		
G. Know media center terminology (see appendix)				

MIDDLE SCHOOL MEDIA SKILL OBJECTIVE	LEVEL	PRIME AREA (Activity/Materials)	SUPPORTIVE AREA (Activity/Materials)	MATERIALS
II. UNDERSTANDING THE ORGANIZATION OF THE MEDIA CENTER		Media Center (Activities apply to all II. objectives)		
A. Locate fiction, paperbacks, and major categories of nonfiction books (encyclopedias and dictionaries)	6			
B. Locate indexes, atlases, almanacs, newspapers, magazines, and other reference materials such as vertical files	6	More detailed map "Treasure Hunt" Book Bingo	Math (number sequences to locate books). Social Studies or Art	Reference Bingo-mc box
C. Locate these guides; i.e., Readers Guide, Subject Guide to Children's Literature, National Geographic Index, etc.	6			
D. Locate AV materials and equipment	6			
E. Locate specialized reference materials related to specific subject areas of courses	7-8		Any subject area	

MIDDLE SCHOOL MEDIA SKILL OBJECTIVE	LEVEL	PRIME AREA (Activity/Materials)	SUPPORTIVE AREA (Activity/Materials)	MATERIALS
III. SELECTION OF RESOURCES		Media Center (Activities apply to all III. objectives)		
A. Select the appropriate materials for a specific topic (ex., pyramids, koala bears, dinosaurs, etc.)	6			
B. Select correct type of index for a specific purpose (ex., National Geographic Index, Granger's Poetry Index, etc.)	6-8	Reference Round Table (books on table-kids spend two minutes with each book)	Any subject area	Description in mc box
C. Select suitable biographical sources (ex., Who's Who, Webster's Biographical Dictionary, etc.)	7-8	Reference Grab Bag (each kid picks a reference book and takes notes on content, then presents to class)	Any subject area	
D. Select sources for short, factual articles (ex., almanacs, Guiness Book of Records, Famous First Facts, etc.)	6	Mini-Bib (student or teacher selected subject--find three resources) reference book non-fiction magazine article	Any subject area	
E. Select sources for identification of quotations (ex., Barlett's, Home Treasury of Quotations, etc.)	7-8			
F. Select more appropriate reference books. Reference books vary in reading level, date of publication, organization, etc.	6-8			
G. Select materials appropriate to student's reading level, interest and purpose	6-8			

MIDDLE SCHOOL MEDIA SKILL OBJECTIVES	LEVEL	PRIME AREA (Activity/Materials)	SUPPORT AREAS (Activity/Materials)	MATERIALS
III. SELECTION OF RESOUCES (cont.)				
H. Use table of contents and index to select appropriate book to be sure desired information is included	6		Reading program--textbook preview in any subject	
I. Use card catalog to select books and AV materials by call number	6	"Catalog Card Capers" (cards with numbers cut off-kid must find correct number).		Copy in mc box
J. Select appropriate AV equipment	6			
K. Select appropriate magazines using Reader's Guide	6-8			

MIDDLE SCHOOL MEDIA SKILL OBJECTIVE	LEVEL	PRIME AREA (Activity/Materials)	SUPPORT AREAS (Activity/Materials)	MATERIALS
IV. UTILIZATION OF RESOURCES		Media Center		(RC) Kit-332-slides, tape-How to Survive in School Using References
A. Reinforce objectives	6			
1. Use of AV equipment				
2. Parts of a book				
3. Alphabetical order and number sequence skills				
4. Use of card catalog				
5. Use of Dewey Decimal system		Dewey Decimal wheel	Math	Copy in mc box
B. More intensive use of card catalog				
1. Understand the use of the three types of catalog cards	6	Slide show on card catalog Do-it-yourself slides (one of picture, one of subject name and card number)		Script in mc box Description and samples in mc box
2. Identify and use the basic information in a catalog card	6	Create-a-card (ditto master) Missing Clue (any part of card deleted)		Description and copy in mc box
3. Use cross-references	7-8	"Tools for Independent Investigator" from World Book, pg. 8 Yellow pages cross-referencing		Copy in mc box
4. Alphabetize titles to the end of words	6-8	Language arts		
5. Distinguish between word-by-word and letter-by-letter alphabetizing	6-8	Language arts/reading		
C. Use varied materials to find specific information:				(RC) Film 1492-Your Study Skills: Using Reference Materials
1. Encyclopedia	6	District worksheet on how to use an encyclopedia Timed Closed book Summary (allow students to read article for two minutes). Close book and write summary of article. World Book packets and similar commercially published packets.		Copy in mc box

MIDDLE SCHOOL MEDIA SKILL OBJECTIVE	LEVEL	PRIME AREA (Activity/Materials)	SUPPORTIVE AREAS (Activity/Materials)	MATERIALS
IV. UTILIZATION OF RESOURCE (cont.)				
2. Atlas	6-7	Social Studies Investigate different types of maps.		Kit-316, filmstrip, tape "Discovering Maps and Globes"
3. Almanac	6-7	Almanac Trivia Bowl (locate answers to questions through group competition). Ex., Who hit the most home runs in 1968?) World Almanac Fact Hunt	Math--use raw data to prepare graphs. Science--information for weather graphs.	Kit put out by World Almanac (sample copy in mc box). Copy in mc box
4. Dictionary	6-8	Language arts/foreign language	Media--spelling bee of library terms	
5. Thesarus	6-8			
6. Telephone Directory	6-8	"Ring Ma's Bell" Ethnic names Occupations--names derived from occupations (origin of names)		Copy in mc box
7. Newspaper	6-8		All areas can work with newspapers	"Newslab" - SRA
		Teaching activities--section of local newspapers "Mini Page." What information can one obtain from want ads?		Rocky Mountain News Denver Post
		Decapitated Headlines-cut-off headlines and have students match headlines with articles. Classify articles according to section of newspaper		(RC)-Kit 309-slides, tape-Communication is Power-Language of Advertising
8. Magazine	6-8	Make a list of some of the magazines in your media center. Tell something about each.	Language Arts; any subject area	(RC)-Film 945-How to Use the Readers Guide
		Pick a topic--find a magazine article from the Readers' Guide relating to it and list all the information presented. Read article and list three facts from it.		Booklet from publishers of Reader's Guide (H.W. Wilson)

MIDDLE SCHOOL MEDIA SKILL OBJECTIVE	LEVEL	PRIME AREA (Activity/Materials)	SUPPORTIVE AREAS (Activity/Materials)	MATERIALS
IV. UTILIZATION OF RESOURCES (cont.)				
		"Using the Reader's Guide to Periodical Literature"		Copy in mc box
		"How to Use the Reader's Guide"		Copy in mc box
9. Biographies	6-8	"Who Am I" using VTR Students read biography and then portray main character		
		Copy a sound to introduce a biography (ex., bell ringing for Alexander G. Bell) Copy of braille sample to introduce a biography of Mr. Braille.	Any subject area	Braille copy in mc box
		Paper plate mask with a copy of book cover on it		Sample in mc box
		20 Questions (ask persons who they are imitating)		
		Mystery Person of Week--give clues to famous person (1-2 a day). Have students try to guess.		
		Mini Autobiography		Copy in mc box
10. Vertical File	6-8	List three topics found in the vertical files	Social Studies	
D. Compile a bibliography	6-8	6th find three sources pertaining to a topic of their choice.	All areas	Sample bibliography in mc box.
		7th find five sources pertaining to a teacher directed topic; i.e., certain countries.		
		8th use your school and a public or high school library to compile a bibliography for a teacher approved topic.		

MIDDLE SCHOOL MEDIA SKILL OBJECTIVE	LEVEL	PRIME AREA	SUGGESTED ACTIVITY
V. Production			
Experience various types of media production	6-8	Listed are suggested activities involving media production skills. It is recommended that every student have the opportunity to experience some production activity. These activities can be integrated into virtually any subject area, some examples of which are shown.	
		Construct a picture based upon ideas in a story.	Language Arts/Social Studies 8th grade - Johnny Tremain. Math 6th grade - Wrinkle in Time.
		Construct a graph.	Math - graphing probabilities Social Studies - countries/food production Science - graphing temperatures
		Construct a picture or series of pictures to illustrate a story.	Social Studies 8th - story board of Boston Tea Party 7th - story board of family life in Japan Science 7th - sequence of life cycle 8th - sequence movement of weather front Math - story board or sequence a story problem Reading - drawing a cartoon to emphasize sequence
		Construct a model storybook with a title, author, front, back, spine, table of contents, copyright, date and publisher.	Language Arts - write/produce a class anthology complete with illustrations Health - write a pamphlet on hygiene or food chains
		Construct a "handmade" transparency.	Science 6th - polarization of magnets and electrical system 7th - type of cell(s) Language Arts 6th - sentence combinations Math - applications in geometry

MIDDLE SCHOOL MEDIA SKILL OBJECTIVE	LEVEL	PRIME AREA	SUGGESTED ACTIVITY
		Make a color lift.	Art - designs Language Arts - writing exercises - mood, details, etc. Social Studies - descriptions of American life
		Use an opaque projector to enlarge materials.	Social Studies - maps Industrial Arts - patterns
		Make a tape recording.	Home Arts - patterns Reading - read a story Music - record practice sessions
		Construct a "handmade" slide or filmstrip.	Social Studies 7th - show various native dress of specific countries Language Arts - depict a myth
		Make a photogram.	Science - show film development process Art - create designs with light and shadow
		Make dioramas, collages, or mobiles.	Reading - depict scene in a story Social Studies - life in other lands Science - ecosystem Home Arts - room design
		Make a "pin hole" camera.	Science 8th - show the operation of a camera Art - photography
		Make a 16mm file by marking on bleached film (no camera required).	Art - cartoons Reading - illustrating stories Social Studies - human understanding
		Produce a puppet show.	Math- number functions product puppet show on shapes for elementary schools Reading-depicting biographies Speech - produce a short puppet show

MIDDLE SCHOOL MEDIA SKILL OBJECTIVE	LEVEL	PRIME AREA	SUGGESTED ACTIVITY
V. PRODUCTION (cont.)		Make a video-tape recording	Foreign Language - tape for original play P.E. - movement skills Home Arts - steps in cooking lab Speech - self-evaluation
		Take a photograph.	Language Arts - picture unusual characters and describe Social Studies - illustrate causes of pollution
		Make a slide/sound program	Industrial Arts - illustrate steps taken in making a project Music - illustrate a song
		Make an 8mm film (live action or animated).	Reading - sequence of a story Language Arts - dramatization or illustration of creative writing Foreign Language - illustrate vocabulary
		Take a photograph and process the film.	Science - process of photography Art - design and composition in photography

MIDDLE SCHOOL MEDIA SKILL OBJECTIVE		METHOD
VI. Evaluation Assess media skills learned through the year.	6th	A. Suggested culminating* activities. Use at any time in year. (These activities in addition to providing a learning experience for students can also be used as a means of evaluation. They can also be used as evaluation tools for subject area objectives as well as media objectives.) 1. "Make a Book" on a topic of personal interest. a. Include in this book: (1) Title page (2) Table of contents (3) Call number (4) Illustrations (any form) (5) Use any appropriate production skills (6) Use at least three sources from the Media Center b. This unit can be done as an interdisciplinary unit. This unit can be very brief or extensive depending on the desires of the individual team. Unified Arts teachers can also be an integral part of this unit. c. Show film d. Invite an author to introduce or culminate the exercise. *Culminating--at end of unit--not end of year.
	7th	2. "Take a Trip" (This project should be A.V. oriented) a. Include in this project: (1) At least five media sources (a) Atlases (b) Maps (c) Almanacs (d) Information from Chambers of Commerce (2) Suggested components (a) Description of destination (b) Mileage charts (c) Route (d) "What to take" (3) Resource people (Denver U.N. Office, International House, etc.) (4) Possible simple outline

MIDDLE SCHOOL MEDIA SKILL OBJECTIVE		METHOD
VI. EVALUATION (cont.)		b. Enhancing activities (1) Opaque projector to make wall maps, charts, etc. (2) Diaramas (3) Slide tape show (4) Color lift (from magazines onto transparencies) (5) "Pen pal" program (6) Other suggestions under "V" Production
	8th	3. "Interest Paper" a. Include in this paper: (1) Title page (2) Table of contents (3) Bibliography (at least five sources) (4) Note-taking (5) Outline (6) Footnoting (optional-see sample in mc box) b. Topic of paper is left to student's choice with approval of teacher
	6th, 7th, 8th	B. Teacher made or commercially prepared written test

Contents
mc box

Objective		
I.	1.	Script to "Media Street"
	2.	"Trip Around the Media Center"
II.	1.	Reference Bingo
III.	1.	Reference Round Table
	2.	Catalog Card Capers
IV.	1.	Dewey Decimal Wheel
	2.	Script to card catalog slide show
	3.	Do-it-yourself slide sample
	4.	"Create-a-card" ditto
	5.	"Tools for Independent Investigator" from World Book, p. 8
	6.	"How to Use an Encyclopedia" from APS
	7.	World Almanac Fact Hunt
	8.	"Ring Ma's Bell"
	9.	H. W. Wilson, "How to Use the Reader's Guide to Periodical Literature"
	10.	Lesson III Using the Reader's Guide
	11.	Braille copy
	12.	Paper Plate mask
	13.	Mini-Autobiography
	14.	Sample Bibliography

AUDIOVISUAL - (1) Hearing and seeing; (2) Equipment and materials used for communication in instruction. The term "audiovisual" is gradually being replaced by the term "educational media."

CURRICULUM - The planned interaction of pupils with instructional content, instructional resources, and instructional process for the attainment of educational objectives.

EDUCATIONAL MEDIA - The equipment and materials used for communication in instruction. Includes motion pictures, television, printed materials, graphic and photographic materials, sound recordings, and three-dimensional objects.

HARDWARE - A term which originated in the computer field to describe the equipment required in a computer system. The term is popularly used to refer to the mechanical, electrical, or electronic devices utilized in educational systems.

INFORMATION - The communcation or reception of knowledge.

INSTRUCTION - The process of creating or making available experiences which facilitate learning.

LEARNING - Simply defined, learning is a change in behavior (usually relatively permanent) acquired by an organism as a result of practice or experience. The actual internal process of learning is generally inferred rather than directly observed. Learning does not include behavior changes such as physical development although such factors do play a part in learning. In instruction, the term "learning" usually connotes conscious attempts of the learner to acquire cognitive and psychomoter skills. Learning and instruction are two sides of the same coin; the former is the acquisition of new behaviors (whether cognitive, affective, or psychomoter) and the latter is the planning and implementation of these experiences through which the learner will acquire the desired behavior.

LEARNING ACTIVITIES - Actions or activities which result in an internalized change of behavior or response of the person performing the actions or activities.

LIBRARY - Irrespective of its title, any organized collection of printed books and periodicals or of any graphic or audiovisual materials, and the services of a staff to provide and facilitate the use of such materials as are required to meet the informational, research, educational, or recreational needs of its users; also its physical facilities.

MEDIA - All of the forms and channels used in the transmittal process.

MEDIATED INSTRUCTION - Instruction which is conducted with communications media rather than the direct face-to-face interaction of the teacher with the student (e.g., by print, film, recording, telephone, radio, television, or computer terminal).

NONPRINT MATERIALS - Materials which involve media other than the print medium (e.g., pictures, images, graphics, etc.). Many graphic materials are actually printed, but the term nonprint has come to mean those materials which are not textual or book-like in nature. The terms, media, nonprint, nonbook are often used interchangeably.

PARAPROFESSIONAL - A skilled, specially trained, nonprofessional assistant who performs essential tasks under the direction of a professional, freeing the professional to devote more time to strictly professional responsibilities. It is often used as a term which is equivalent to technician.

PRINT MATERIALS - Materials utilizing the print medium (e.g., newspapers, books, magazines). The term is commonly used to denote textual or book-like materials rather than all materials which are actually produced by a printing press.

PROCESS - The specialized adaptation of scientific procedures applied to achieving a specific task or an established goal.

SOFTWARE - A term which originated in the computer field to describe the programs and instructions required for directing the operation of a computer. The term is popularly used in educational circles to refer to materials, such as films and filmstrips, which are used with equipment or hardware.

TEACHING - The process of helping pupils acquire knowledge, skills, attitudes and/or appreciation by means of a systematic method of instruction. Teaching is the term commonly used to indicate face-to-face instruction.

TECHNICIAN - A person with some specialized training who performs tasks requiring the use of specified yet complex sequence (or alternate sequences) of tasks, sometimes using reference materials. Tasks tend to be assigned or described in terms of a specific, defined output, either product or service.

UNIT OF INSTRUCTION - A planned series of learning activities or experiences which has: (1) predetermined, stated objectives; (2) a definite beginning and a definite end; (3) a specific learner population; (4) some specific means of assessing the learning which has taken place as a result of the interface between the learner and the unit of instruction. Although no length is prescribed for a unit of instruction, it is usually thought of as shorter in length than a course (sometimes called an Instructional Module).

INSTRUCTOR'S CHECKLIST
FOR
MEDIA SKILLS GOALS
GRADE SIX

I ORIENTATION

	GROUP 1	2	3	4	5
Identify Personnel					
Locate Areas					
Media Center Terminology					
A. V. Equipment					

II ORGANIZATION OF MEDIA CENTER

	GROUP 1	2	3	4	5
Locate Specific Areas					

III SELECTION OF RESOURCES

	GROUP 1	2	3	4	5
Select Specific Materials					
Select Appropriate Reference Sources					
Select Suitable AV Equipment					

IV UTILIZATION OF RESOURCES

	GROUP 1	2	3	4	5
Use Three Types ofCatalog Cards					
Use Basic Information on Cards					
Know Parts of Book					
Use AV Equipment					
Use Encyclopedia					
Use Atlas					
Use Specialized References					
Use Biographies					
Use Vertical File					
Compile Bibliography					

V PRODUCTION

	GROUP 1	2	3	4	5
Construct a Book					
Make a Diorama or Collage or Mobile					
Make a Tape Recording					

VI EVALUATION

	GROUP 1	2	3	4	5
Make a Book					
Teacher Check List					

INSTRUCTOR'S CHECKLIST
FOR
MEDIA SKILL GOALS
GRADE SEVEN

I ORIENTATION

	GROUP				
	1	2	3	4	5
Identify Personnel					
Locate Areas					
Media Center Terminology					
A. V. Equipment					

II ORGANIZATION OF MEDIA CENTER

	GROUP				
	1	2	3	4	5
Locate Specific Areas					
Locate Specific Materials					

III SELECTION OF RESOURCES

	GROUP				
	1	2	3	4	5
Select Suitable Biographical Sources					
Select Most Appropriate Reference Books					
Select Magazines Using Reader's Guide					

IV UTILIZATION OF RESOURCES

	GROUP				
	1	2	3	4	5
Use Cross References					
Use an Atlas					
Use an Almanac					
Use Specialized Reference Materials					
Use Biographies					
Use Vertical File					
Compile Bibliography					
Use Catalog Cards					

V (OPTIONAL) PRODUCTION

	GROUP				
	1	2	3	4	5
Use an Opaque Projector to Enlarge Map					
Make a Photogram					
Produce a Puppet Show					
Take a Photograph					

VI EVALUATION

	GROUP				
	1	2	3	4	5
Take a Trip Unit					
Teacher Checklist					

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INSTRUCTOR'S CHECKLIST
FOR
MEDIA SKILL GOALS
GRADE EIGHT

I ORIENTATION

	GROUP 1	2	3	4	5
Identify Personnel					
Locate Areas					
Media Center Terminology					
A. V. Equipment					

II ORGANIZATION OF MEDIA CENTER

	GROUP 1	2	3	4	5
Locate Specific Areas					
Locate Specific Materials					

III SELECTION OF RESOURCES

	GROUP 1	2	3	4	5
Select Suitable Biographical Sources					
Select Sources of Quotations					
Select Appropriate Reference Books					
Select Appropriate Magazines Using Reader's Guide					

IV UTILIZATION OF RESOURCES

	GROUP 1	2	3	4	5
Use Catalog Cards					
Use Cross References					
Use Specialized Dictionaries					
Use Biographies					
Use Vertical File					
Compile a Bibliography					
Use Specialized Reference Materials					
Use a Thesaurus					

V (OPTIONAL) PRODUCTION

	GROUP 1	2	3	4	5
Make a Photogram					
Construct a "Handmade" Slide or Filmstrip					
Make a "Pin-Hole" Camera					
Make a Video-tape Recording					
Make a Photograph and Develop It					

VI EVALUATION

	GROUP 1	2	3	4	5
"Interest Paper"					
Teacher Checklist					

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